

LA FRANCE ELEMENTARY

550 Williams St.
Pendleton, SC 29670

GRADES K-5 Elementary School

ENROLLMENT 475 Students

PRINCIPAL Mona Fleming 864-646-8010

SUPERINTENDENT Dr. Gary Burgess 864-646-8000

BOARD CHAIR Dr. Tom Dobbins 864-646-8000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
24	20	2	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Excellent	Yes
2004	Excellent	Good	Yes

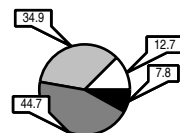
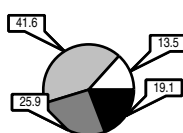
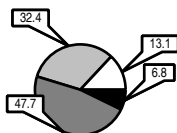
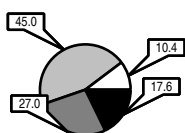
DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	228	100.0	14.2	32.3	46.9	6.6	61.9	Yes	Yes
Gender									
Male	120	100.0	17.8	35.6	42.4	4.2	52.5		
Female	108	100.0	10.2	28.7	51.9	9.3	72.2		
Racial/Ethnic Group									
White	207	100.0	12.6	34.0	46.6	6.8	62.6	Yes	Yes
African-American	19	100.0	31.6	15.8	47.4	5.3	52.6	I/S	I/S
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	187	100.0	5.4	32.8	53.8	8.1	71.5		
Disabled	41	100.0	55.0	30.0	15.0	0.0	17.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	228	100.0	14.2	32.3	46.9	6.6	61.9		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	227	100.0	14.2	32.0	47.1	6.7	62.2		
Socio-Economic Status									
Subsidized meals	57	100.0	31.6	36.8	28.1	3.5	40.4	Yes	Yes
Full-pay meals	171	100.0	8.3	30.8	53.3	7.7	69.2		

Mathematics - State Performance Objective = 15.5%									
All Students	228	100.0	11.5	44.2	27.0	17.3	61.9	Yes	Yes
Gender									
Male	120	100.0	13.6	46.6	22.9	16.9	61.0		
Female	108	100.0	9.3	41.7	31.5	17.6	63.0		
Racial/Ethnic Group									
White	207	100.0	10.2	44.7	27.2	18.0	63.6	Yes	Yes
African-American	19	100.0	26.3	42.1	26.3	5.3	42.1	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	187	100.0	7.0	44.1	28.5	20.4	68.3		
Disabled	41	100.0	32.5	45.0	20.0	2.5	32.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	228	100.0	11.5	44.2	27.0	17.3	61.9		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	227	100.0	11.6	44.0	27.1	17.3	62.2		
Socio-Economic Status									
Subsidized meals	57	100.0	22.8	49.1	21.1	7.0	43.9	Yes	Yes
Full-pay meals	171	100.0	7.7	42.6	29.0	20.7	68.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	74	98.6	8.6	12.9	64.3	14.3	78.6
	Grade 4	75	98.7	2.7	35.6	56.2	5.5	61.6
	Grade 5	79	98.7	13.3	40.0	45.3	1.3	46.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	84	100.0	16.9	16.9	51.8	14.5	66.3
	Grade 4	76	100.0	9.2	36.8	52.6	1.3	53.9
	Grade 5	68	100.0	17.6	45.6	33.8	2.9	36.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	74	98.6	2.9	41.4	27.1	28.6	55.7
	Grade 4	75	100.0	N/A	21.6	32.4	45.9	78.4
	Grade 5	79	98.7	4.0	57.3	24.0	14.7	38.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	84	100.0	14.5	41.0	30.1	14.5	44.6
	Grade 4	76	100.0	11.8	47.4	23.7	17.1	40.8
	Grade 5	68	100.0	8.8	45.6	25.0	20.6	45.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 475)				
First graders who attended full-day kindergarten	100.0%	N/C	96.2%	100.0%
Retention rate	7.2%	Up from 3.2%	1.7%	2.7%
Attendance rate	97.0%	Up from 96.4%	96.7%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.6%		2.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.6%		2.5%	3.5%
Eligible for gifted and talented	19.3%	Down from 19.4%	26.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.8%	Up from 6.1%	6.8%	8.2%
Older than usual for grade	2.5%	Up from 1.3%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 30)				
Teachers with advanced degrees	53.3%	Down from 53.6%	53.8%	51.4%
Continuing contract teachers	83.3%	Down from 92.9%	87.7%	87.5%
Highly qualified teachers**	100.0%	N/A	96.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	93.4%	Down from 95.8%	87.6%	86.7%
Teacher attendance rate	94.5%	Down from 96.3%	95.2%	94.9%
Average teacher salary	\$40,278	Up 2.6%	\$42,210	\$40,760
Prof. development days/teacher	20.2 days	Up from 18.2 days	10.9 days	12.4 days

School				
Principal's years at school	1.0	Up from 0.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 21.4 to 1	20.5 to 1	18.9 to 1
Prime instructional time	90.6%	Down from 91.4%	90.8%	90.0%
Dollars spent per pupil*	\$5,004	Up 7.8%	\$5,605	\$6,044
Percent of expenditures for teacher salaries*	66.1%	Up from 65.7%	67.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.1%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.7%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

La France Elementary School's demonstration of world-class excellence was no exception during the 2003-04 school year. The year began with La France posting excellent in both absolute and improvement ratings on the SC Report Card as well as meeting Adequate Yearly Progress under the No Child Left Behind legislation. In recognition of our outstanding academic performance, the school was honored with the Palmetto Gold Award, which brought an additional \$4,000 for instructional initiatives. La France also received accreditation from the Southern Association of Colleges and Schools.

Highlights for the year included construction of four educational gardens, including a Carolina Fence and Butterfly Garden. And, a nature trail offering real-life experiences in science and math will soon be a reality thanks to a partnership with Clemson University. In addition, students showed their commitment to being world-class as they participated in many community service and educational activities to include AnMed Blood Drive, Relay for Life, Saint Jude's Math-A-Thon, United Way, Math Olympiad, AOP Science Fair, Science Fun Day, Artist in Residence Program, Art Exploration Day, Buddy Readers, After-School Program, Student Government, and Chorus.

At La France, students, staff, parents, business partners, and community all play a vital role in the school's success. Our vision, Living and Learning at La France Elementary School, serves as a daily reminder of the focus of our efforts. And becoming a world-class learning environment is our mission.

R. Brett Jones
Principal

Paula Martin
PTO President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	28	65	50
Percent satisfied with learning environment	96.4%	86.2%	90.0%
Percent satisfied with social and physical environment	96.4%	90.6%	96.0%
Percent satisfied with home-school relations	100.0%	90.6%	82.0%

*Only students at the highest elementary school grade level at this school and their parents were included.